

2022 Instructional Material Summer Review Institute

Review Team Appraisal of Title  
K-8 Social Studies

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

[NMPED Adoption Information](#)

Text Title	Inquiry Journeys: Grade 4 (SE and TE are part of the CB)	Publisher	inquirED, LLC
SE ISBN	2200000000040	TE ISBN	
SW ISBN		Grade Level/Content	4th Grade Social Studies

**Core Instructional Material Designation** (Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended  
(90% and above)

Recommended with  
Reservations (80-89%)

Not Recommended and  
Not Adopted  
(below 80%)

**Total Score** - The final score for the materials is averaged between the team of reviewers.

Average Score

64%

**Cultural and Linguistic Relevance Recognition** - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized

Average Score

54%

**FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:**

**Instructional materials represent a variety of cultural and linguistic perspectives.**

Statements of appraisal and supporting evidence:

The instructional materials focus on students learning about the cultural and linguistic perspectives of others but lack evidence in encouraging students to share their linguistic and cultural backgrounds and assets.

**FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS:**

**Instructional materials highlight diversity in culture and language through multiple perspectives.**

Statements of appraisal and supporting evidence:

The material addresses multiple ethnic descriptions, perspectives, and interpretations of historical events. While students describe events in their state history, there are no materials provided that readily point to the information needed for students to make an analysis. Materials lack ways for students to relate the content area to the diversity of culture and language.

**Standards Review** - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

58%

**OVERALL ALIGNMENT:**

**Materials align with the grade level/content area social studies standards overall.**

*Statements of appraisal and supporting evidence:*

The material has strengths in meeting the writing and inquiry standards as well as ethnic, cultural, and identity studies. There are deficiencies in New Mexico-specific content areas, including civics, geography, and history. New Mexico-specific elements of economics and personal financial literacy are minimally addressed.

**A. CIVICS**

**Materials align to the civics standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The material includes materials regarding state holidays, symbols, and traditions in New Mexico. However, some of the lessons on states tend to be generic and not state-specific, thus there are no materials addressing rules and laws in New Mexico. The material is also lacking materials that address democratic principles that guide local, state, and sovereign governments. Although the material addresses various Native American groups, a focus on those cultures specific to New Mexico is not included.

**B. ECONOMICS AND PERSONAL FINANCIAL LITERACY**

**Materials align to the economics and personal financial literacy standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The concepts of markets and money are included in the material, as well as the concept of New Mexico goods and products. The material does not provide students exposure to the terms imports and exports as well as industries and trade in New Mexico. Lessons explain basic banking concepts and terms, including checking and savings accounts.

**C. GEOGRAPHY**

**Materials align to the geography standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The instructional materials rely heavily on one children's book for most of the New Mexico-specific geography standards. The book, *E is for Enchantment*, does not address many of the geography standards, as it is an alphabet book. The standards related to New Mexico's provinces are not addressed and there is only one historical map of New Mexico included. Additionally, there is no direct information about the movement and settlement of groups of people in New Mexico or their contributions to New Mexican cultures.

**D. HISTORY**

**Materials align to the history standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The material offers students the opportunity to create a timeline that depicts events and changes in New Mexico throughout history. It also introduces students to the relationship between Indigenous people groups and European settlers. The materials lack investigation into how various groups influenced the ways state issues are viewed. The materials rely on students to conduct research on their own state history by providing links to websites and digital books. However, the materials themselves do not contain this information.

**E. ETHNIC, CULTURAL, AND IDENTITY STANDARDS**

**Materials align to the ethnic cultural, and identity standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The materials allow students to explore their own cultural identities and inquire about other people's lives. The resources offer a means for students to understand identity in history, specifically of people seeking escape from slavery.

**F. INQUIRY**

**Materials align to the inquiry standards for this grade level.**

*Statements of appraisal and supporting evidence:*

This material has strengths in meeting the inquiry standards. Students have opportunities to create and reflect on informed actions to address specific problems, as well as develop and support claims using evidence. However, the idea of compelling and supporting questions is not addressed directly in the material.

**CCSS and NM ADDITIONAL STANDARDS FOR LITERACY IN SOCIAL STUDIES:**

**Materials align to the identified CCSS reading standards for informational text for this grade level.**

*Statements of appraisal and supporting evidence:*

The instructional materials allow students to respond to texts both orally and in writing. Reading sources include digital books and websites. The materials require students to compare and contrast first and second-hand accounts of a topic. However, materials do not focus on students identifying text structures such as chronology or cause and effect.

**CCSS and NM ADDITIONAL STANDARDS FOR LITERACY IN SOCIAL STUDIES:**

**Materials align to the identified CCSS writing standards for this grade level.**

*Statements of appraisal and supporting evidence:*

The materials have strengths in allowing students to use technology to gather information. Additionally, it has strengths in vocabulary instruction. There are writing activities included in every lesson and graphic organizers and sentence frames are included. The materials provide opportunities for students in the classroom to collaborate in online research but lack digital media resources to support students in communicating and collaborating virtually.

**Social Studies Content Review** - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

79%

**FOCUS AREA 1 CONTENT AND DESIGN:**

**Instructional materials provide a wide variety of texts, visuals, and multimedia content that develop students' knowledge and skills.**

*Statements of appraisal and supporting evidence:*

Materials include a variety of literary and nonfiction texts for students. Students enhance analytical skills by using a variety of multimedia connections. However, the collection of maps, charts, graphs, and diagrams that are included throughout the material is limited.

**FOCUS AREA 2 SOCIAL STUDIES SKILLS:**

**Instructional materials provide strategies to develop students' skills that are crucial to understanding Social Studies content.**

*Statements of appraisal and supporting evidence:*

The materials have strengths in eliciting student discourse about social studies topics through debates and discussions. They also offer multicultural images that engage students in historical inquiry. Materials are up to date and engage students in discussing current events.

**FOCUS AREA 3 ACCESSIBILITY:**

**Instructional materials provide differentiation for multiple learning styles, students with exceptionalities, English Language Learners (ELLs), and cultural differences.**

*Statements of appraisal and supporting evidence:*

The materials offer basic strategies to differentiate for multiple learning styles and abilities. However, lessons do not explicitly differentiate between English Language Learners (ELLs), cultural differences, and students who need more of a challenge. The material is offered in Spanish, but there is no differentiation strategies for ELLs.

**FOCUS AREA 4 EQUITY**

**Instructional materials provide equitable representation of a wide range of perspectives.**

*Statements of appraisal and supporting evidence:*

The materials provide equitable inclusion of stories and perspectives beyond Eurocentric culture. While students conduct research about their region and others' history, culture and identity, there is no mention of allowing students to maintain their own cultural integrity.

**FOCUS AREA 5 TEACHER INSTRUCTIONAL RESOURCES/STRATEGIES:**

**Instructional materials include resources for research based instructional strategies and advanced Social Studies concepts.**

*Statements of appraisal and supporting evidence:*

Materials include videos for teachers to understand the purpose and process in various instructional strategies included throughout the material.

**All Content Review** - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score

66%

**FOCUS AREA 1 COHERENCE:**

**Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.**

*Statements of appraisal and supporting evidence:*

According to the material's correlation reports, all the New Mexico Content Standards are addressed. Demonstration of mastery is based on teacher and student-created rubrics, as there are no rubrics from the publisher. Instructional materials often refer students to websites or digital books, requiring students to hunt for content themselves before interpreting it.

**FOCUS AREA 2 WELL-DESIGNED LESSONS:**

**Instructional materials take into account effective lesson structure and pacing.**

*Statements of appraisal and supporting evidence:*

Individual lessons are well designed and complete. They contain engaging activities, a review of previously learned content, and closure. However, elements such as a scope and sequence, a pacing guide, and measurable objectives are missing, leaving teachers to create them.

**FOCUS AREA 3 RESOURCES FOR PLANNING:**

**Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.**

*Statements of appraisal and supporting evidence:*

Individual lessons are well organized with many instructional strategies. The "Teaching Notes" section contains suggestions for implementation and teacher presentation. The content area materials are digitally based and there is no printed student edition. Instructional materials provide instructional time for each lesson, but not for each module or unit.

**FOCUS AREA 4 ASSESSMENT:**

**Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.**

*Statements of appraisal and supporting evidence:*

The material includes a variety of assessment types, including exit tickets, teacher observation sheets, inquiry products, and opportunities for students to demonstrate their learning orally. However, any scoring guides for summative assessments must be created by the teacher. The learning tips section provides guidance for teachers to modify instruction, but the guidance lacks a section noting differentiation or acceleration specifically. There are no assessments using technology.

**FOCUS AREA 5 EXTENSIVE SUPPORT:**

**Instructional materials give all students extensive opportunities and support to explore key concepts.**

*Statements of appraisal and supporting evidence:*

One strength of the material is the learner support guide, which provides a menu of strategies to support students working below proficiency as well as advanced learners. However, the only support for English Language Learners is the availability of materials translated into Spanish. The materials support creative thinking and effective problem-solving skills.

**FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:**

**Instructional materials represent a variety of cultural and linguistic perspectives.**

*Statements of appraisal and supporting evidence:*

The instructional materials focus on students learning about the cultural and linguistic perspectives of others but lack evidence in encouraging students to share their linguistic and cultural backgrounds and assets.

**FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS:**

**Instructional materials highlight diversity in culture and language through multiple perspectives.**

*Statements of appraisal and supporting evidence:*

The material addresses multiple ethnic descriptions, perspectives, and interpretations of historical events. While students describe events in their state history, there are no materials provided that readily point to the information needed for students to make an analysis. Materials lack ways for students to relate the content area to the diversity of culture and language.

**Reviewers' Professional Summary** - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 4

*Background and experience:*

I am a level 3 teacher and am dual certified in elementary and special education. I have 13 years of teaching experience, most of which have been in the 5th grade. I am also endorsed to teach English Language learners. Early on in my teaching career, I participated in a 3 year long Teaching American History grant, which equipped me with an abundance of content knowledge and teaching strategies related to American History.

*Professional summary of material:*

The InquirED materials include lessons that are well structured and offer a variety of inquiry-based skills and activities. Although the material claims to address all the New Mexico Social Studies standards, evidence of including New Mexico history is very limited and vague. Since a majority of 4th grade social studies in New Mexico focuses on our state's history and culture, this lack of content proved to be a large weakness for the materials. Despite the lessons being well structured and easy to follow, the layout and design of the material as a whole is difficult to follow. It is missing important components including a scope and sequence and a pacing guide. The material offers a variety of assessment types, but scoring expectations are very vague, as there are no premade rubrics. Teachers are expected to create the detailed rubrics but are not given work samples or concrete expectations for the products. The strategies that are offered for differentiation are very limited and do not focus on the wide range of needs in a classroom.

Reviewer #: 5

*Background and experience:*

I am a Level 2 K-8 Dual Language Teacher, Bilingual and TESOL endorsed with a degree in Economics and a Master's degree in Curriculum and Instruction. Pursuing National Board Certification. Have taught 3rd, 4th, and 5th grades. Experienced in reviewing curriculums for New Mexico and my district.

*Professional summary of material:*

The materials offer students a wide range of opportunities to develop dialogue, discourse, and critique. There are many inquiry-based handouts. However, the materials lack opportunities to address many of the CLR criteria. They show a lack of opportunities for English Language Learners other than translating materials into the Spanish language. Strategies for ELLs, like translated vocabulary and glossaries and the use of cognates, are not included in the material. Additionally, there is a lack of materials and strategies for special education, below grade level, and above grade level students or gifted students. Although New Mexico's history is at the core of 4th grade social studies, several New Mexico standards are not addressed, such as those pertaining to history and culture. The lessons are appropriately paced. However, the material does not offer a pacing guide or a scope and sequence. Teachers are tasked with creating materials. Additionally, the materials frequently direct teachers to use materials from previous units, which may be unengaging for students.

Reviewer #: 6

*Background and experience:*

I am a Level 3 teacher with a Dual License in K-8 Elementary Education and a Pre K-12 Specialty Area License for ELL. I have endorsements in TESOL and Social Studies. I have an MEd. and have been a teacher for 28 years, 12 of them in New Mexico. I have completed a New Mexico History course at the graduate level and have taught social studies to students in grades 1, 4, and 5. This is my second year as a reviewer.

*Professional summary of material:*

The InquirED 4th grade material is an internet-focused, inquiry-based resource that addresses several of the social studies standards for New Mexico. The material includes an emphasis on writing, discourse, and personal finance. Topics that are central to fourth grade social studies, including New Mexico history, geography, economics, and civics, require New Mexico-specific materials, which are absent from these materials. InquirED relies heavily on external websites and digital books whose quality is beyond the control of the publisher. As a result, the materials contain many content gaps. Assessments include a variety of formative assessments, such as teacher observation notes, self-checks by the students, and suggestions for what teachers should look for in student work. The summative assessment format is an "Inquiry Product" designed and completed by the students, using a rubric created by the teacher and students. There is no evidence of the summative assessment being aligned with the standards. Although individual lessons, modules, and units are well-designed, the material as a whole lacks a pacing guide and scope and sequence, leaving these tasks to the teacher. The material does not include a student edition; teachers need to print and copy any documents that students will complete with pencil and paper. Finally, although there are many instructional strategies that will engage students and enhance their learning, the resources for differentiation are limited in scope. The lesson plan tab for "Teacher Notes" contains a sub-tab with "Learner Tips", but this sub-tab does not mention English Language Learners (ELLs), special education students, or accelerated learners. The material provides digital worksheets in Spanish, but no actual ELL strategies are delineated.